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ABSTRACT

An overview of the development of traditionally black institutions (TBIs) from 1869 to 1970 is presented, along with trend data for all the institutions, and data for individual institutions. The information covers 105 colleges and universities designated in 1976 as TBIs by the National Center for Education Statistics. The TBIs are in 19 states and the District of Columbia. Of the 100 TBIs in existence in 1984, 57 were under private control and 43 were under public control. Sixteen of the public TBIs are land-grant institutions and receive federal funds; 45 of the 57 private TBIs are affiliated with a church. Attention is directed to: the location of the TBIs; enrollment in TBIs, degree awards and curriculum, black full-time undergraduate enrollment in TBIs and non-TBIs in the TBI states, 1970-1982; degree awards to blacks by TBIs and non-TBIs in the TBI states, 1976-1981; finance and federal funding for TBIs; employment by TBIs; facilities at TBIs; nonblack enrollments at TBIs; and the socioeconomic background of TBI students. For each TBI listed alphabetically by state, information for 1982 is provided on: control highest degree awarded, total students, percent full-time, percent black, total postbaccalaureate, number of full-time faculty; degrees/awards by level; and number of library volumes. (SW)

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Historical report

National Center for Education Statistics

U.S. Department of Education

Office of the Assistant Secretary for Educational Research and Improvement

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March 1985

The Traditionally Black Institutions of Higher Education: Their Development and Status, 1860 to 1982

Statistical Overview of the Development of TBI's: 1860 to 1970

The black colleges were founded and developed in an environment unlike that of other colleges—one of legal segregation and isolation from the rest of higher education. These colleges served a population who lived under severe legal, educational, economic, political, and social restrictions. The status of the black population greatly influenced the development of the black colleges, just as the black colleges had a great impact on the progress made by the black population in improving their status in the United States.

Prior to the end of the Civil War, 9 out of 10 blacks lived in the Southern States. In these States, most were held as slaves, and it was forbidden by law or social custom to teach slaves to read or write. Although there were a few exceptions, formal education was not available to blacks until after the Civil War. After the war, the efforts of many private groups — the black communities, Northern churches, freedmen's societies, and philanthropists — began to lay the foundation of an educational system for blacks.

Also, the Reconstruction State governments established the first public elementary/secondary school systems for blacks and for most whites; per pupil expenditures were similar for whites and blacks. After Reconstruction, however, public expenditures per black student fell far below those per white student. Public elementary schools for blacks were not established in some areas, and most public secondary schools were located in cities. The public education system for blacks was described as inadequate in a 1915 Federal government report.

Therefore, 50 years after the Civil War, private groups still provided many of the educational opportunities for blacks in the South, especially at the secondary level, where private schools enrolled about half of the black secondary students. These private secondary schools stressed academic preparation for higher education and some also provided college-level courses. Although the aim of these schools was to provide college-level instruction, advancement towards this goal was slow. The level of work was raised in accordance with the public effort to provide secondary education for blacks.

About This Report

This report is a summary of a comprehensive statistical report on the traditionally black institutions (TBI's) to be published by NCES this summer. That report follows a Federal government tradition, begun in 1915, of periodically publishing comprehensive statistical reports on the status of the traditionally black institutions of higher education. The earlier reports documented the development of TBI's during legal segregation. The latest report will review these Federal publications, then summarize Federal data on the changes in TBI's since 1954, when legal segregation ended, focusing on the 1970's when major transitions occurred. Finally, it will describe the status of the TBI's in the early 1980's.

This summary provides an overview of the institutions and a synopsis of the detailed information presented in the six chapters of the full report. All data here are documented in the full report; see *For More Information* at the end of this summary.

Index

Page
1 Statistical Overview of the Development of TBI's: 1860 to 1970
2 The Institutions
3 Enrollment in TBI's
4 Degree Awards and Curriculum
5 TBI's and the Higher Education of Blacks in the South
7 Finance and Federal Funding
7 Employees
8 Facilities
8 Students

NCES 302-85

The Institutions

This report presents information on the 105 institutions designated in 1976 as TBI's by a committee for the National Center for Education Statistics (NCES). The criteria for inclusion on the NCES list was that an institution had been founded before 1954 for the purpose of educating blacks.* The TBI's are in 19 States and the District of Columbia (chart 1), jurisdictions where racial segregation in higher education existed, most with legal sanction before the *Brown* v. *Board of Education* decision in 1954. Although the TBI's draw their students from every State in the country, 9 out of 10 come from the States where the TBI's are located.

Chart 1. — Location of the Traditionally Black Institutions

For simplicity, the 19 States noted earlier and the District of Columbia will be referred to as "the TBI States" in this report. When it is relevant to provide comparative data for TBI's, this study uses the other institutions in the States where the TBI's are located (i.e., non-TBI's in the TBI States) as a comparison group.

Between 1976 and 1984, five private TBI's closed; all but one were 2-year colleges. Of the 100 TBI's in existence in 1984, 57 were under private control and 43 were under public control.

All of the 43 public TBI's, including the 5 2-year colleges, are under State control. Sixteen of the public TBI's are designated as land-grant institutions and therefore receive Federal funds under land-grant legislation.

Of the 57 private TBI's in the study, 12 are independent, nonprofit institutions and the other 45 are affiliated with a religious denomination. About half of the church-related TBI's are affiliated with a predominantly black denomination. Of the 57 private TBI's, 6 are 2-year institutions. Although Howard University (D.C.) receives about half of its revenue from the Federal government, it is privately controlled.

*See Appendix for a list of these institutions. There are other lists of black colleges which differ from the NCES list, primarily in that they exclude some colleges whose student bodies have turned predominantly white. In 1982, four TBI's had predominantly white student bodies: Kentucky State University, Lincoln University (Missouri), Bluefield State College (West Virginia), and West Virginia State College.

Most of the black colleges began by offering secondary-level work as a necessity and then evolved into college-level institutions.

The first Federal government report on black secondary and higher schools described three black institutions as "college-grade" in 1915 — Howard University (D.C.), Meharry Medical College and Fisk University (both in Tennessee). There were also 30 black institutions that offered some college-level work, but were not considered college-grade because of their large secondary departments. Other than a land-grant college and a State college, all the black institutions which offered college-level work in 1915 were private.

In the decade following the 1915 survey, there was a large expansion in the provision of public secondary education for blacks, and many of the private black colleges were able to phase out their preparatory departments and concentrate on college-level offerings. This was reflected in a second Federal survey report of black colleges in 1927, which found 77 institutions offering collegiate work, an increase of 44 institutions from 1915. It was the emergence of the public sector of black colleges during this period that laid the foundation for what would eventually become the largest sector of traditionally black institutions. Most of the black land-grant colleges (founded under the 1890 Morrill Act) were well-established in offering higher education by this time. Also, seven States operated teacher-training colleges, but these colleges did not award bachelor's degrees in 1927. Most private and public black colleges were similar in that both emphasized training much-needed teachers for the black elementary/secondary schools, but they often differed in their curriculum emphasis. In general, the private colleges emphasized an academic curriculum, while the public colleges emphasized more vocational training.

While the black colleges could train teachers for elementary/secondary schools and for colleges, they could not provide additional training for their own faculty in the form of graduate education. In addition to heavy teaching loads and low salaries, faculty in many public black colleges were required to obtain graduate education — education which was largely unavailable to them in the States with dual systems of education. Most black faculty members worked on their post-baccalaureate degrees during the summer in institutions outside the South. While the 1927 survey report documented the progress made in the preceding decade,

it also stated that the development of black colleges must be greatly increased and that the next step was the development of institutions offering graduate work.

Beginning in 1935, several legal suits challenged the "separate but equal" principle in higher education, citing the lack of public graduate and professional schools for blacks in States with dual systems of education. Although six private black colleges had established graduate departments by 1936, none of the public black colleges offered graduate work.

A third Federal survey report on black institutions of higher education in 1942 indicated that, although undergraduate offerings in the public black and white colleges were fairly similar, the disparity in graduate-level offerings continued. Still, the study indicated that the black colleges had made some progress in increasing the proportion of their faculty who held advanced degrees. The report also cited a decline in revenue from private sources during the 1930's and a corresponding increase in revenue from students (i.e., tuition and fees). The low incomes of many black families made the cost of a college education prohibitive, and the report indicated that parents of students in the black colleges had higher average incomes and occupational status than other black parents.

The first time that Federal financial assistance was available on a wide scale to help individuals attend college was after World War II. Veterans flooded the campuses using the GI Bill to help finance their education. In the black colleges in 1947, veterans comprised over one-third of the enrollment and remained a significant proportion of the enrollment through 1950.

A snapshot of the black colleges before the *Brown* decision shows there were about 75,000 undergraduate students and about 3,200 graduate students in the 1953-54 academic year. In addition, the black colleges served 44,000 summer students (mostly elementary/secondary teachers who were furthering their education) and 5,000 students in extension or short courses. That year, the black institutions awarded almost 12,000 bachelor's and first-professional degrees and 1,300 master's degrees.

In May 1954, the U.S. Supreme Court declared in *Brown* v. *Board of Education* that "separate educational facilities are inherently unequal." Most black college students still attended the TBI's for years after the decision, however. In 1961, black students had been admitted to only 17 percent of public white institutions in the South. By 1965, it is estimated that the traditionally white colleges enrolled about one-fourth of the black students in the South; by 1970, this had increased to 40 percent.

Increased black enrollment in the traditionally white institutions was not accompanied by a decrease in enrollment in TBI's. Both the TBI's and the traditionally white institutions were enrolling increasing numbers of black students, although the increases in the TBI's were not as large. The TBI's and the traditionally white institutions were drawing black students from an expanding number of black high school graduates. These graduates had more financial resources, such as increasing parental incomes and Federal financial aid, to enable them to attend colleges than did earlier generations.

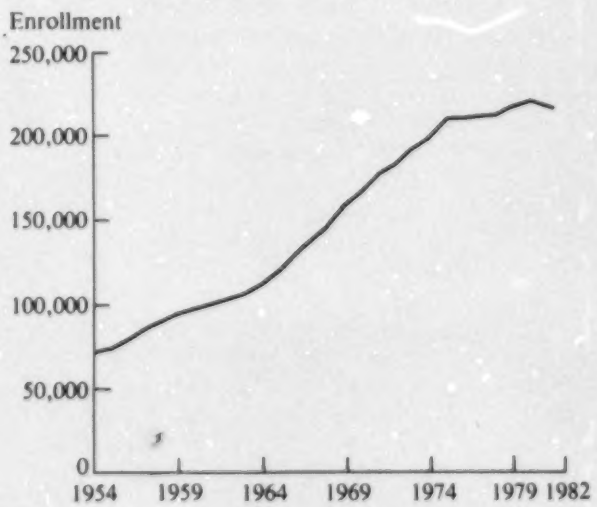
In 1970, desegregation in higher education was carried into the courtroom. That year, the NAACP filed a class action suit (*Adams*) against the Federal government to enforce desegregation of the public higher education systems in 10 States. This suit continued throughout the 1970's, requiring that public traditionally black colleges be enhanced and that traditionally white colleges increase the number of black students and faculty on their campuses.

Several factors—the *Adams* case, desegregation in general, new Federal student financial aid programs, and the demographics of the black population in the South — made the 1970's a decade of major transition for the black institutions. The following sections summarize the trends in this decade in the areas of enrollment, degrees and curricula, finance, employees, and the role of TBI's in the higher education of black youth, and also present the most current data available for the early 1980's.

Enrollment in TBI's

The TBI's as a group had continuous growth in enrollment from 1954 up until 1980 (chart 2). Like other colleges, TBI's had moderate increases in enrollment during the 1950's, and substantial increases in the 1960's, partially in response to the expansion in Federal support for higher education during that decade. The substantial enrollment growth continued into the early 1970's, when Federal student aid programs expanded considerably. From the 1954 *Brown* v. *Board of Education* decision to 1975, total TBI enrollment grew from 71,000 to 213,000. After 1975, however, enrollment growth slowed in TBI's, reaching a peak of 222,000 students in 1980 (chart 2).[1]

Chart 2. — Total Fall Enrollment in TBI's: 1954 to 1982



[1]Like other institutions, the growth in total enrollment has occurred to a greater extent in the public sector of TBI's than in the private sector. The enrollment in public TBI's almost tripled from 1954 to 1980, while enrollment in private TBI's doubled.

Since 1980, the total enrollment in TBI's has stabilized, while other institutions have maintained minimal growth. Between 1980 and 1982, however, there was a first-time drop in black enrollment in TBI's, which had been stable since 1976. The decline in black students was offset by continued increases in the number of students of other races/ethnicities.

Although TBI's have historically enrolled students other than black (non-Hispanic) Americans, these students have become a significant part of TBI enrollment in recent years, increasing from about 26,000 in 1976 to 40,000 in 1982. In 1982, almost 1 out of 5 TBI students were white, Hispanic, Asian, American Indian, or nonresident alien. Of these, whites comprised the largest group, representing 11 percent of all TBI students; nonresident aliens were the next largest group, comprising 6 percent of TBI students in 1982.

White students were concentrated in graduate and first-professional programs, and the majority were enrolled part-time. Almost all of the white students in TBI's were enrolled in the public sector. In one-fourth of the public TBI's, whites comprised over 20 percent of the student body; in fact, whites were the predominant group of students in four TBI's in 1982. While private TBI's did not enroll a large number of whites, all but one-third of the private TBI's enrolled at least one white student in 1982.

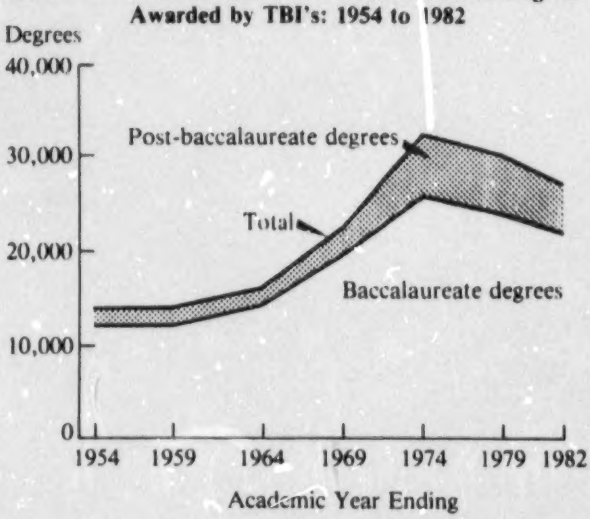
The fastest growing group of students in the TBI's (and in other institutions) was nonresident aliens. These students tended to be men enrolled full-time in an undergraduate program in a public TBI. The majority of TBI foreign students came from Western Africa and the Middle East.

Degree Awards and Curriculum

The traditionally black institutions of higher education trained the majority of professionals, educators, and leaders in many black communities during legal segregation. While some of the black colleges and universities produced doctors, lawyers, dentists, and ministers, most TBI's emphasized training the much-needed teachers for black elementary and secondary schools. After 1954, when the U.S. Supreme Court ended legal segregation, educational and employment opportunities for blacks slowly began to expand, and the black colleges also changed in the types of degree programs they offered their students to prepare them for expanding career opportunities. For the TBI's, the two decades after 1954 were ones of growth, both in the number of degrees awarded and in the diversification of degree levels and curricula.

The total number of baccalaureate and higher degrees awarded by TBI's increased from 13,000 degrees in 1954 to 32,000 degrees in 1974, and then declined to 28,000 degrees by 1982. The period of greatest growth was from 1964 to 1974 at both the baccalaureate and the post-baccalaureate levels. There has been a gradual decline in the number of degrees awarded at the baccalaureate level since 1974 and at the post-baccalaureate level since 1977 (chart 3).

Chart 3. — Baccalaureate and Post-Baccalaureate Degrees Awarded by TBI's: 1954 to 1982



In addition to the changes in the number of bachelor's degrees awarded by TBI's, there were significant changes from 1972 to 1982 in the disciplines in which the degrees were awarded. In 1972, the two most popular disciplines among TBI bachelor's degree recipients were education and social sciences. Since then, the number and percent of TBI degrees in these disciplines declined greatly, while degrees in business and management, engineering, and public affairs and services increased considerably. For the first time in 1981, the four most popular disciplines among baccalaureates in TBI's were the same as those in non-TBI's:

- business and management
- education
- social sciences
- engineering

The fifth most popular discipline among bachelor's degree recipients in TBI's was public affairs and services; among recipients in non-TBI's, health professions ranked fifth.

In 1982, the top five disciplines accounted for 68 percent of all TBI bachelor degree awards, down from 81 percent in 1972. This drop indicates an increasing dispersion of TBI degrees among other disciplines. By 1982, the distribution of TBI bachelor's degrees among discipline divisions was fairly similar to that of other institutions.

The change in post-baccalaureate degrees awarded by TBI's was characterized by the development of new programs. At the master's degree level, 16 TBI's conferred degrees in 10 disciplines in 1954; by 1982, 34 TBI's conferred degrees in all 22 discipline categories used in HEGIS.[2] In this period, all of the TBI's that began to offer master's degrees were in the public sector.

The number of master's degrees awarded by TBI's grew only slightly from 1954 to 1964, then had a period of tremendous growth from 1964 to 1977. Since then, TBI awards began to decline; from 1977 to 1981, master's

[2]Higher Education General Information Surveys conducted by the U.S. Department of Education, National Center for Education Statistics.

degree awards by TBI's declined 25 percent. This decline was five times larger than the decline experienced by other institutions in the States where the TBI's are located.

Among the disciplines, TBI master's degree awards were overwhelmingly concentrated in the discipline of education. Although the number of degree awards in education was about the same in 1972 as in 1982, there were increases in most of the other disciplines. In 1982, the disciplines in which TBI's conferred significantly smaller proportions of their master's degrees, compared with other institutions, were business and management, engineering, and the health professions.

Doctoral programs in TBI's were established after 1954 and have grown slowly. The first TBI to award a doctoral degree was Howard University (1957), followed by Atlanta University (1968). These two TBI's awarded 28 doctoral degrees in 1972, increasing to 75 in 1982. (Three other TBI's also awarded a total of 12 doctoral degrees in 1982). The public sector of TBI's has just recently begun to establish doctoral programs.[3] In 1982, only 2 public TBI's awarded doctorates, while 3 others were establishing new doctoral programs. Many of the doctoral programs offered by TBI's were in the education and biological science disciplines.

Professional programs were established in the early 1900's, when TBI's began training black doctors, dentists, lawyers, veterinarians, pharmacists, and ministers. The number of first-professional degrees awarded by TBI's remained at about 450 each year during the 1960's, then almost doubled during the early 1970's, but remained at around 900 degrees up to 1982. About one-fourth of all TBI first-professional degrees were awarded by the public sector, all in the field of law.

The total number of associate degrees and other formal awards (below the baccalaureate level) conferred by TBI's increased from 1,400 in 1972 to 2,400 in 1982. While the number of associate degrees in arts and sciences declined from 1972 to 1982, the number of sub-baccalaureate awards in occupational curricula almost tripled. The tremendous growth in occupational sub-baccalaureate awards occurred in both 2-year and 4-year TBI's. In 1982, the 19 public 4-year TBI's that offered occupational curricula accounted for 55 percent of all occupational awards conferred by TBI's. The two most popular fields for TBI occupational awards were health services and business and commerce.

TBI's and the Higher Education of Blacks in the South

The number of black students enrolled in TBI's continued to increase with the advent of desegregation, although the number of black students attending predominantly white institutions increased more. The increased black enrollment in non-TBI's resulted in part from Federal legislation and policies aimed at reducing the barriers to higher education for minorities and low-income students.

Demographic changes among black youth in the Southern States also contributed to the college enrollment increases in TBI's and non-TBI's in the early 1970's. There was an increase in the population of black youth, accompanied by large increases in the high school graduation rate. As a result, the TBI's and non-TBI's drew their black students from an expanding pool of high school graduates. In the early 1970's, college enrollment rates also increased for black high school graduates.

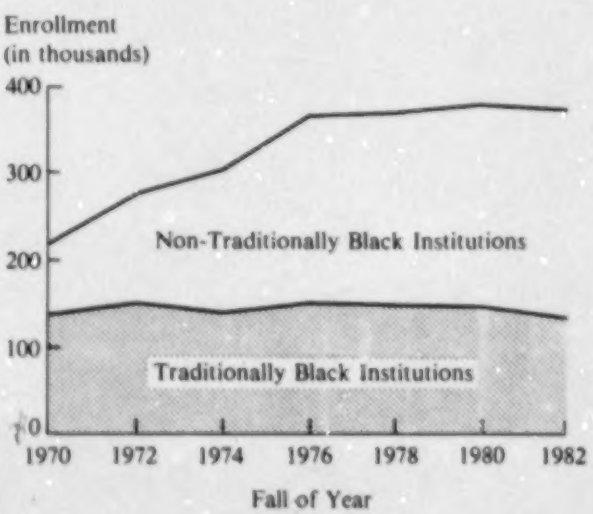
In the late 1970's, the high school graduation rate of black youth continued to approach the rate for white youth in the Southern States. However, these increases were not accompanied by an increase in the college enrollment rate for blacks. The percent of black high school graduates who went to college and completed at least 1 year did not increase from 1976 to 1982, stabilizing at a point far below the level for their white peers.

Enrollment of Blacks

Total black enrollment in institutions in the TBI States increased only slightly in the late 1970's. From 1976 to 1980, black enrollment stabilized in the TBI's, but continued to grow slowly in the non-TBI's in the TBI States. Then, for the first time, black enrollment declined in the TBI's and remained about the same in non-TBI's in the TBI States between 1980 and 1982.

Most of the increase in black enrollment in non-TBI's in the TBI States took place at the undergraduate level. Primarily because of this increase, the proportion of all black full-time undergraduates who were in the TBI's dropped from 62 percent in 1970 to 37 percent in 1982 (chart 4).

Chart 4. — Black Full-Time Undergraduates Enrolled in TBI's and Non-TBI's in the TBI States: 1970 to 1982



[3] Among non-TBI's in the TBI States, the public sector accounts for about 7 out of 10 doctoral degree awards.

Black enrollment did not increase to the same extent in the graduate and first-professional schools in the non-TBI's in the TBI States. From 1970 to 1982, the proportion of black graduate and first-professional students who were enrolled in the TBI's declined only slightly — to around one-third of the total.

Enrollment patterns and graduation rates of blacks in TBI's differed from those of blacks in non-TBI's. A significant difference was in the proportion enrolled in 2-year colleges versus 4-year institutions. There are not many 2-year colleges among the TBI's, and only 4 percent of the black TBI students are enrolled in these colleges. Two-year colleges are much more prevalent among non-TBI's, and they enrolled over half of the black students in non-TBI's in the TBI States in 1982. The prevalence of 2-year non-TBI's does not fully account for the concentration of blacks in 2-year non-TBI's, however, as only one-third of white students in non-TBI's in the TBI States were enrolled in 2-year colleges.

Within the same types of institutions (e.g., public 4-year), the percent of black students enrolled full-time was similar in the TBI's and the non-TBI's. However, an analysis study of data from two sample surveys (National Longitudinal Study of the High School Class of 1972 and the 1978 Survey of Recent College Graduates) indicated that (1) black students in 4-year TBI's were more likely to obtain their bachelor's degrees, and to obtain them in a shorter time period, than blacks enrolled in 4-year non-TBI's; and (2) blacks in TBI's had baccalaureate graduation rates similar to whites in predominantly white institutions.

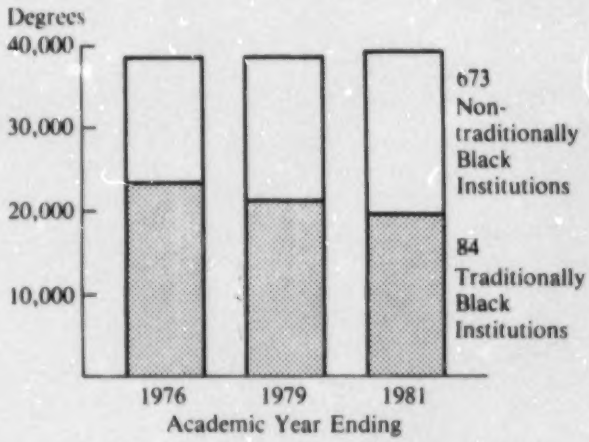
Degree Awards to Blacks

Since 1976, the annual number of bachelor's and higher degrees awarded to blacks by all institutions in the TBI States has remained around 50,000. Because of a decline of 4,000 in the number of degrees awarded by TBI's, and a corresponding increase in the degrees awarded by non-TBI's, the TBI share of the total degrees awarded to blacks in the TBI States declined from 54 percent in 1976 to 46 percent in 1981.

The decline in TBI degree awards to blacks between 1976 and 1981 occurred at the bachelor's and master's levels; increases occurred at the doctor's and first-professional degree levels. Even with the recent decline in bachelor degree awards to blacks by the 84 baccalaureate TBI's, these institutions still produced more black baccalaureates (51 percent) in 1981 than the other 673 institutions in the TBI States (chart 5).

Although the TBI's comprised a small proportion of the institutions of higher education in the TBI States, they awarded a significant proportion of the post-baccalaureate degrees earned by blacks. In 1981, the 34 TBI's that awarded master's degrees conferred one-third of the master's earned by blacks in the TBI States; the 5 TBI's that awarded doctoral degrees produced 11 percent of the black doctorates; and the 8 TBI's that awarded first-professional degrees awarded 38 percent of the first-professional degrees awarded to blacks in the TBI States in 1981.

Chart 5.– Bachelor's Degrees Awarded to Blacks by TBI's and Non-TBI's in the TBI States: 1976 to 1981



The TBI's played an important role in the TBI States in producing black graduates in certain disciplines. In 1981, the TBI's graduated over half of the black baccalaureates in disciplines such as: engineering, mathematics, computer science, business and management, physical sciences, and biological sciences. At the master's degree level, the TBI's graduated over half of the blacks in the TBI States in physical sciences and mathematics; at the doctoral level, they graduated over half of the blacks in the TBI States in home economics, communications, and biological sciences.

In the non-TBI's in the TBI States, black degree recipients accounted for around 5 percent of all recipients at each degree level in 1981. At the bachelor's degree level, there was little difference between public and private non-TBI's in the proportions of blacks among their graduates. At the post-baccalaureate levels, however, private institutions had higher proportions of blacks among their master's and doctor's degree recipients than did the public non-TBI's in the TBI States in 1981. At the first-professional level, private institutions had higher black representation among their medical degree recipients, while public institutions had higher black representation among their law and dentistry degree recipients.

Even when black degree recipients from both the TBI's and the non-TBI's in the TBI States were combined, blacks were still greatly underrepresented among degree recipients. While blacks comprised 19 percent of the recent high school graduates, they accounted for less than 10 percent of bachelor's and master's degree recipients and around 5 percent of doctoral and first-professional degree recipients in the TBI States in 1981.

Finance and Federal Funding

Historically, the TBI's have operated on small budgets, limited by their students' ability to pay tuition and, for public institutions, by small State appropriations. Most TBI's still operate with a marginal surplus or deficit each year and many have no, or small, endowments to serve as buffers in time of financial hardship.

During the 1970's, there was a real increase in the total revenues of the TBI's; adjusted for inflation, revenues increased 50 percent overall from fiscal year 1971 to 1981. Revenues from State and Federal government (excluding all student aid except Supplementary Education Opportunity Grants) grew the most in this decade — about 50 percent, adjusted for inflation. Compared with other public 4-year institutions, however, the State appropriations for TBI's in general increased less than those for non-TBI's in the TBI States between 1971 and 1981. The next largest growth in revenues for TBI's was from tuition and fees, which increased 37 percent from 1971 to 1981 (adjusted for inflation). Most of the growth in tuition revenues derived from enrollment increases during this decade, rather than increases in tuition charges. The sources of revenue which grew the least between 1971 and 1981 among the TBI's were endowment income and private gifts, grants, and contracts During this period, the revenues from endowments and private sources barely kept pace with inflation.

A snapshot of the TBI revenue sources in fiscal year 1981 shows that both public and private TBI's relied more heavily on the Federal government as a source of revenue than do other institutions in the TBI States, even when most Federal student financial aid is excluded. The TBI's received a lower proportion of their revenue from students (in the form of tuition, room and board, etc.) than other institutions in the TBI States, yet a higher proportion of their expenditures went for student scholarships and services.

This reflects the lack of economic resources of many TBI students whose families have low incomes; in 1980, the median parental income of full-time freshmen in TBI's was about $8,800. Students from low-income families rely heavily on financial aid, primarily from the Federal government, to enable them to go to college.

The proportions of students in TBI's who participated in the four major Federal financial aid programs were much higher than those in non-TBI's. In 1980-81, about 8 out of 10 TBI full-time undergraduates received Basic Grants (now called Pell Grants); 3 out of 10 students participated in the Supplementary Education Opportunity Grant program and the College Work-Study program. The average amount received or earned by TBI students was higher than that of non-TBI students. In the National Direct Student Loan program, a higher proportion of TBI students participated than students in non-TBI's, but their loans were considerably smaller. The high degree of reliance of TBI students on Federal financial aid makes these programs vital to the institutional stability of TBI's, even though they are not institutional assistance programs, per se.

There are two major legislative acts that have targeted Federal aid to the institutions themselves. The 1890 Second Morrill Act required the establishment of black land-grant colleges where land-grant colleges had been established for white students only. Along with other land-grant colleges, the 16 black land-grant institutions and Tuskegee Institute receive funds from the U.S. Department of Agriculture under a variety of programs for extension work, training, and research and development. The other legislative act was Title III of the Higher Education Amendments of 1965. This program awards funds to underfinanced colleges which traditionally have been isolated from the mainstream of higher education for improvement of their faculty and administration, development of new curricula, student services, etc. During the 1970's, the amount of Federal funds awarded to TBI's in this program increased, but TBI awards comprised a declining proportion of the total Title III funding. The regulations issued in 1982 included a special "set-aside" of funds for TBI's eligible to participate in the program; these regulations also stressed that all program participants should use Title III funding to "graduate" from the program.

Employees

The TBI's employed almost 40,000 persons, 85 percent of whom worked full-time. Administrators accounted for 8 percent of the full-time employees in 1981; faculty accounted for another 37 percent. Blacks comprised 90 percent of all full-time administrators in the TBI's, although all of the chief executive officers of TBI's, except one, were black.

In 1981, the TBI's employed approximately 12,000 full-time faculty, a number which has remained fairly stable since the mid-1970's. The proportion of faculty with tenure has also remained about the same—at 44 percent—since 1975. Tenure rates for professors and associate professors were lower in the TBI's than among similar institutions in the TBI States, while the tenure rate for assistant professors was similar.

The 4-year TBI's had a lower proportion of their faculty at the rank of professor or associate professor, thereby relying more heavily on assistant professors and instructors as teaching faculty, than did other institutions in the TBI States. The average salary of faculty in the TBI's tended to be lower than that of faculty in other institutions. Among 9-10-month faculty in 4-year institutions in the TBI States, the average salary and fringe benefits was about 10 percent lower in the TBI's than in non-TBI's in the TBI States, regardless of academic rank. The lower average salaries, rank, and tenure rates in TBI's versus other institutions may affect their recruiting ability to replace faculty who retire or leave, although these factors may not be the most important considerations for candidates who are especially committed to the TBI's or their students.

The TBI's employ a racially diverse faculty, including a large number of women faculty. In 1981, women accounted for 4 out of 10 faculty members and non-blacks comprised over 3 out of 10 faculty members in

TBI . Both public and private TBI's employed a considerable number of white and Asian faculty; in fact, about 1 out of 4 faculty members in the TBI's are white.

The TBI's are still the major employers of black administrators and faculty in the Southern States. In 1981, the 2,900 black administrators in the TBI's accounted for over half of the black administrators employed in the States; and the 8,200 black full-time faculty in the TBI's accounted for about two-thirds of all black faculty employed in the TBI States.

Facilities

The TBI's had a book value of over $2 billion for land, buildings, and equipment at the end of fiscal year 1981. Of this amount, the TBI's were indebted for about 16 percent, a proportion similar to the average for other institutions.

The library is a vital resource for both faculty and students, and to a large extent, the necessary book holdings of libraries are related to enrollment. Both the public and private 4-year TBI's had similar numbers of book volumes per full-time-equivalent student as the non-TBI's in the TBI States in 1982.

Another important facility for students is the dormitory. All but nine TBI's operate dormitories for their students. In 1982, the yearly charge for room and board averaged about $1,750 among TBI's. Room and board charges have increased significantly in recent years, especially in the public TBI's. Even with the increases, however, the average room and board charge at TBI's was still about 14 percent less than that in other institutions in the TBI States in 1982.

Three TBI's also operate hospitals, two of which are used in the clinical instruction of their medical students (Howard University and Meharry Medical College). Howard University also owns and operates a radio station and a public broadcasting television station.

Students

The most important part of the TBI's is their student body, but there is very little data on their students and how they have changed. However, the few available references about students indicate two trends in the characteristics of TBI students.

One is that the students and graduates of TBI's are becoming more racially diverse. Historically, the TBI's have not excluded non-black individuals from attending their institutions, although few such individuals chose to do so. The 1970's have brought an increasing number of non-black students into the TBI's. It is significant that 23,000 white students chose to enroll in TBI's in 1982, and that these students accounted for 1 out of 10 students in TBI's.

The second area of change in the characteristics of TBI students concerns their socioeconomic background. *The National Survey of the Higher Education of Negroes* reported in 1942 that the students attending TBI's came from families with higher income and occupational status than most black families. In the 1970's, there was an increase in the proportion of black students from high socioeconomic backgrounds who enrolled in the non-TBI's. Although TBI's still draw high socioeconomic students, it is clear that on the average, many TBI students come from low-income families. This is reflected in the data in this report on the high proportion of TBI students using Federal student financial aid.

Compared to U.S. college students in general, TBI students have fewer financial resources than other college students. In 1980, the median parental income of full-time freshmen in the TBI's was about $8,800, compared with a median income of $22,800 for all full-time freshmen. Almost two-thirds of the TBI freshmen expected they would receive less than $500 in parental or family aid for their first year's educational expenses. Most of the TBI freshmen were the first generation of their family to attend college, as three-fourths of TBI students reported that their parents had never gone to college.

From this information, it is evident that many TBI students lack two types of assets that make college attendance and completion easier — financial resources and a family background of college attendance. In spite of this, the TBI's seem to be successful in retaining and graduating these students. One study indicated that the baccalaureate graduation rate of black students in TBI's was similar to that of whites in traditionally white institutions in the 1970's. It also found that baccalaureates from the TBI's were competitive with other students in terms of employment after graduation.

For More Information

The full report, entitled, *The Traditionally Black Institutions: A Source Book of Data on Their Development and Status, 1860 to 1982* will be published by NCES this summer. When it is released, an announcement will provide information on how to order the report. If you are not on the NCES mailing list and you would like to receive an announcement, please phone NCES Statistical Information Office at (202) 254-6057 or write 1200 19th Street, NW., Washington, D.C. 20208-1404.

Appendix

**PROFILE OF EACH
TRADITIONALLY BLACK INSTITUTION
OF HIGHER EDUCATION**

State and institution	Control/ highest level	Fall 1982 Profile: Total students	Percent full-time	Percent black	Post bacca- laureate	Full-time faculty
ALABAMA						
Alabama Agricultural and Mechanical University, Normal	Public Master's	4,126	81	71	786	251
Alabama State University, Montgomery	Public Master's	4,044	88	99	294	171
Concordia College (Alabama Lutheran Academy and College), Selma	Private 2-Year	181	98	100	0	9
Daniel Payne College, Birmingham	Private 4-Year	----------CLOSED IN 1977----------				
Lawson State Community College, Birmingham	Public 2-Year	1,834	82	100	0	72
Lomax-Hannon Junior College, Greenville	Private 2-Year	95	100	98	0	4
Miles College, Birmingham	Private 4-Year	736	81	97	0	58
Oakwood College, Huntsville	Private 4-Year	1,418	91	83	0	67
S.D. Bishop State Junior College, Mobile	Public 2-Year	1,619	70	78	0	57
Selma University, Selma	Private 2-Year	342	94	100	0	18
Stillman College, Tuscaloosa	Private 4-Year	523	94	97	0	35
Talladega College, Talladega	Private 4-Year	539	100	99	0	46
Tuskegee Institute, Tuskegee	Private Master's[a]	3,440	95	83	501	288
ARKANSAS						
Arkansas Baptist College, Little Rock	Private 4-Year	174	77	98	0	[b]7

See footnotes at end of table.

1981-82 Degrees and Awards					1982	
Sub-baccalaureate	Bachelor's	Master's	Doctor's	1st Professional	Number of volumes in library	State and institution
						ALABAMA
0	572	235	0	0	131,026	Alabama Agricultural and Mechanical University, Normal
9	513	144	0	0	194,922	Alabama State University, Montgomery
63	0	0	0	0	17,462	Concordia College (Alabama Lutheran Academy and College), Selma
----------CLOSED IN 1977----------						Daniel Payne College, Birmingham
215	0	0	0	0	14,547	Lawson State Community College, Birmingham
19	0	0	0	0	[b]11,199	Lomax-Hannon Junior College, Greenville
0	119	0	0	0	[b]78,380	Miles College, Birmingham
33	179	0	0	0	90,723	Oakwood College, Huntsville
114	0	0	0	0	32,865	S.D. Bishop State Junior College, Mobile
86	0	0	0	0	18,500	Selma University, Selma
0	106	0	0	0	76,789	Stillman College, Tuscaloosa
0	103	0	0	0	74,423	Talladega College, Talladega
0	467	105	0	50	242,000	Tuskegee Institute, Tuskegee Institute
						ARKANSAS
0	26	0	0	0	no data	Arkansas Baptist College, Little Rock

See footnotes at end of table.

State and institution	Control/ highest level	Fall 1982 Profile: Total students	Percent full-time	Percent black	Post bacca- laureate	Full-time faculty
Philander Smith College, Little Rock	Private 4-Year	461	83	84	0	38
Shorter College, Little Rock	Private 2-Year	120	93	82	0	26
University of Arkansas at Pine Bluff	Public 4-Year	2,731	84	79	0	149
DELAWARE						
Delaware State College, Dover	Public Master's	2,151	76	64	67	128
DISTRICT OF COLUMBIA						
Howard University	Private Doctorate[a]	11,445	85	80	3,361	930
University of the District of Columbia	Public Master's	14,105	35	80	788	647
FLORIDA						
Bethune-Cookman College, Daytona Beach	Private 4-Year	1,636	95	93	0	105
Edward Waters College, Jacksonville	Private 4-Year	859	90	93	0	32
Florida Agricultural and Mechanical University, Tallahassee	Public Master's[a]	4,825	81	84	200	321
Florida Memorial College, Miami	Private 4-Year	931	100	64	0	27
GEORGIA						
Albany State College, Albany	Public 4-Year	1,896	79	84	103	135
Atlanta University, Atlanta	Private Doctorate[a]	1,080	65	91	1,080	103
Clark College, Atlanta	Private 4-Year	1,966	98	96	0	128

See footnotes at end of table.

1981-82 Degrees and Awards					1982	
Sub-baccalaureate	Bachelor's	Master's	Doctor's	1st Professional	Number of volumes in library	State and institution
0	83	0	0	0	76,000	Philander Smith College, Little Rock
51	0	0	0	0	[b]17,200	Shorter College, Little Rock
5	400	0	0	0	103,497	University of Arkansas at Pine Bluff
						DELAWARE
0	275	0	0	0	141,469	Delaware State College, Dover
						DISTRICT OF COLUMBIA
38	982	374	54	399	1,242,553	Howard University
270	574	115	0	0	403,062	University of the District of Columbia
						FLORIDA
0	276	0	0	0	106,530	Bethune-Cookman College, Daytona Beach
0	108	0	0	0	113,756	Edward Waters College, Jacksonville
5	536	57	0	0	329,843	Florida Agricultural and Mechanical University, Tallahasse
0	195	0	0	0	76,242	Florida Memorial College, Miami
						GEORGIA
0	206	0	0	0	131,359	Albany State College, Albany
0	0	383	21	0	(c)	Atlanta University, Atlanta
0	315	0	0	0	(c)	Clark College, Altanta

See footnotes at end of table.

Fall 1982 Profile

State and institution	Control/ highest level	Total students	Percent full-time	Percent black	Post bacca- laureate	Full-time faculty
Fort Valley State College, Fort Valley	Public Master's	1,735	82	87	130	136
Interdenominational Theological Center, Atlanta	Private Doctorate[a]	298	90	93	298	25
Morehouse College, Atlanta	Private 4-Year	1,933	97	97	0	89
Morris Brown College, Atlanta	Private 4-Year	1,326	97	97	0	88
Paine College, Augusta	Private 4-Year	817	93	99	0	48
Savannah State College, Savannah	Public Master's	2,115	91	70	50	120
Spelman College, Atlanta	Private 4-Year	1,458	97	97	0	82
KENTUCKY						
Kentucky State University, Frankfort	Public Master's	2,199	51	41	82	104
LOUISIANA						
Dillard University, New Orleans	Private 4-Year	1,142	97	97	0	87
Grambling State University, Grambling	Public Master's	3,970	90	97	153	188
Southern University Agricultural and Mechanical College, Main Campus, Baton Rouge	Public Master's[a]	9,125	43	91	1,402	490
Southern University at New Orleans	Public 4-Year	2,622	73	96	0	100
Southern University Shreveport-Bossier City Campus, Shreveport	Public 2-Year	694	68	99	0	41

See footnotes at end of table.

1981-82 Degrees and Awards					1982	
Sub-baccalaureate	Bachelor's	Master's	Doctor's	1st Professional	Number of volumes in library	State and institution
4	172	35	0	0	166,910	Fort Valley State College, Fort Valley
0	0	0	0	58	(c)	Interdenominational Theological Center, Atlanta
0	227	0	0	0	(c)	Morehouse College, Atlanta
0	152	0	0	0	(c)	Morris Brown College, Atlanta
0	81	0	0	0	74,969	Paine College, Augusta
0	190	13	0	0	126,069	Savannah State College, Savannah
0	226	0	0	0	(c)	Spelman College, Atlanta
						KENTUCKY
37	137	29	0	0	143,255	Kentucky State University, Frankfort
						LOUISIANNA
0	185	0	0	0	126,960	Dillard University, New Orleans
45	453	58	0	0	218,992	Grambling State University, Grambling
14	924	251	0	66	305,700	Southern University Agricultural and Mechanical College Main Campus, Baton Rouge
8	205	0	0	0	164,587	Southern University at New Orleans
47	0	0	0	0	31,860	Southern University Shreveport-Bossier City Campus, Shreveport

See footnotes at end of table.

State and institution	Control/ highest level	Fall 1982 Profile: Total students	Percent full-time	Percent black	Post bacca- laureate	Full-time faculty
Xavier University of Louisiana, New Orleans	Private Master's	2,176	81	91	286	120
MARYLAND						
Bowie State College, Bowie	Public Master's	2,233	55	65	408	83
Coppin State College, Baltimore	Public Master's	2,310	71	93	108	119
Morgan State University, Baltimore	Public Doctorate	4,720	79	89	447	247
University of Maryland - Eastern Shore, Princess Anne	Public Doctorate	1,214	80	67	35	82
MISSISSIPPI						
Alcorn State University, Lorman	Public Master's	2,442	89	96	160	140
Coahoma Junior College, Clarksdale	Public 2-Year	1,799	89	95	0	51
Jackson State University, Jackson	Public Doctorate	6,523	81	93	941	328
Mary Holmes College, West Point	Private 2-Year	420	95	99	0	19
Mississippi Industrial College, Holly Springs	Private 4-Year	----------CLOSED IN 1982----------				
Mississippi Valley State University, Itta Bena	Public Master's	2,238	89	99	62	131
Natchez Junior College[d] Natchez	Private 2-Year	----------CLOSED IN 1983----------				
Prentiss Normal and Industrial Institute, Prentiss	Private 2-Year	153	76	99	0	11
Rust College, Holly Springs	Private 4-Year	826	94	98	0	34

See footnote at end of table.

1981-82 Degrees and Awards					1982	
Sub-baccalaureate	Bachelor's	Master's	Doctor's	1st Professional	Number of volumes in library	State and institution
0	292	48	0	0	99,149	Xavier University of Louisiana, New Orleans
						MARYLAND
0	205	163	0	0	118,385	Bowie State College, Bowie
0	214	38	0	0	117,645	Coppin State College, Baltimore
0	575	123	0	0	244,799	Morgan State University, Baltimore
0	121	5	0	0	120,977	University of Maryland - Eastern Shore, Princess Anne
						MISSISSIPPI
23	296	55	0	0	143,143	Alcorn State University, Lorman
239	0	0	0	0	29,053	Coahoma Junior College, Clarksdale
0	654	284	2	0	365,738	Jackson State University, Jackson
78	0	0	0	0	24,277	Mary Holmes College, West Point
----------CLOSED IN 1982----------						Mississippi Industrial College, Holly Springs
19	323	38	0	0	105,318	Mississippi Valley State University, Itta Bena
----------CLOSED IN 1983----------						Natchez Junior College,[d] Natchez
20	0	0	0	0	3,435	Prentiss Normal and Industrial Institute, Prentiss
0	110	0	0	0	92,000	Rust College, Holly Springs

See footnote at end of table.

State and institution	Control/ highest level	Fall 1982 Profile: Total students	Percent full-time	Percent black	Post bacca-laureate	Full-time faculty
Tougaloo College, Tougaloo	Private 4-Year	775	78	100	0	61
Utica Junior College, Utica	Public 2-Year	1,004	97	99	0	60
MISSOURI						
Lincoln University, Jefferson City	Public Master's	2,847	62	34	184	133
NORTH CAROLINA						
Barber-Scotia College, Concord	Private 4-Year	374	98	99	0	21
Bennett College, Greensboro	Private 4-Year	542	97	100	0	47
Elizabeth City State University, Elizabeth City	Public 4-Year	1,532	91	86	0	96
Fayetteville State University, Fayetteville	Public Master's	2,410	80	77	169	145
Johnson C. Smith University, Charlotte	Private 4-Year	1,192	97	98	0	70
Livingstone College, Salisbury	Private 4-Year	618	93	97	0	42
North Carolina Agricultural and Technical State University, Greensboro	Public Master's	5,228	80	82	583	322
North Carolina Central University, Durham	Public Master's[a]	4,990	78	86	551	248
Saint Augustine's College, Raleigh	Private 4-Year	1,581	97	92	0	68
Shaw University, Raleigh	Private 4-Year	1,832	93	86	0	18

See footnote at end of table.

1981-82 Degrees and Awards					1982	
Sub-baccalaureate	Bachelor's	Master's	Doctor's	1st Professional	Number of volumes in library	State and institution
0	123	0	0	0	93,408	Tougaloo College, Tougaloo
182	0	0	0	0	26,933	Utica Junior College, Utica
						MISSOURI
55	216	71	0	0	151,155	Lincoln University, Jefferson City
						NORTH CAROLINA
0	22	0	0	0	73,271	Barber-Scotia College, Concord
0	99	0	0	0	79,820	Bennett College, Greensboro
0	253	0	0	0	99,977	Elizabeth City State University, Elizabeth City
0	345	0	0	0	137,725	Fayetteville State University, Fayetteville
0	217	0	0	0	98,157	Johnson C. Smith University, Charlotte
0	118	0	0	0	75,119	Livingstone College, Salisbury
0	725	194	0	0	306,248	North Carolina Agricultural and Technical State University, Greensboro
0	490	182	0	63	626,783	North Carolina Central University, Durham
0	241	0	0	0	110,641	Saint Augustine's College, Raleigh
23	162	0	0	0	92,983	Shaw University, Raleigh

State and institution	Control/ highest level	Fall 1982 Profile: Total students	Percent full-time	Percent black	Post bacca- laureate	Full-time faculty
Winston-Salem State University, Winston-Salem	Public 4-Year	2,259	83	86	0	138
OHIO						
Central State University, Wilberforce	Public 4-Year	2,424	82	79	0	112
Wilberforce University, Wilberforce	Private 4-Year	979	100	98	0	47
OKLAHOMA						
Langston University, Langston	Public 4-Year	1,856	59	50	84	50
PENNSYLVANIA						
Cheyney State College, Cheyney	Public Master's	1,867	85	94	87	171
Lincoln University, Lincoln University	Public Master's	1,230	98	89	181	78
SOUTH CAROLINA						
Allen University, Columbia	Private 4-Year	241	96	90	0	21
Benedict College, Columbia	Private 4-Year	1,371	97	98	0	80
Claflin College, Orangeburg	Private 4-Year	645	98	99	0	56
Clinton Junior College, Rock Hill	Private 2-Year	119	100	100	0	5
Friendship College, Rock Hill	Private 2-Year	----------CLOSED IN 1981----------				
Morris College, Sumter	Private 4-Year[a]	628	94	100	0	41
South Carolina State College, Orangeburg	Public Master's	3,901	81	94	455	221
Voorhees College, Denmark	Private 4-Year	625	100	96	0	34

See footnote at end of table.

1981-82 Degrees and Awards					1982	
Sub-baccalaureate	Bachelor's	Master's	Doctor's	1st Professional	Number of volumes in library	State and institution
0	282	0	0	0	152,303	Winston-Salem State University, Winston-Salem
						OHIO
7	347	0	0	0	169,916	Central State University, Wilberforce
0	107	0	0	0	41,000	Wilberforce University, Wilberforce
						OKLAHOMA
0	93	0	0	0	139,110	Langston University, Langston
						PENNSYLVANIA
0	308	32	0	0	131,882	Cheyney State College, Cheyney
0	146	74	0	0	[b]136,018	Lincoln University, Lincoln University
						SOUTH CAROLINA
0	44	0	0	0	38,948	Allen University, Columbia
0	169	0	0	0	151,756	Benedict College, Columbia
0	119	0	0	0	102,684	Claflin College, Orangeburg
24	0	0	0	0	4,240	Clinton Junior College, Rock Hill
----------CLOSED IN 1981----------						Friendship College, Rock Hill
0	80	0	0	0	64,746	Morris College, Sumter
0	512	186	0	0	226,787	South Carolina State College, Orangeburg
8	105	0	0	0	91,000	Voorhees College, Denmark

See footnote at end of table.

State and institution	Control/ highest level	Fall 1982 Profile: Total students	Percent full-time	Percent black	Post bacca-laureate	Full-time faculty
TENNESSEE						
Fisk University, Nashville	Private Master's	753	89	97	21	64
Knoxville College, Knoxville	Private 4-Year	501	92	87	0	43
Lane College, Jackson	Private 4-Year	731	98	98	0	40
LeMoyne-Owen College, Memphis	Private 4-Year	1,073	97	100	0	51
Meharry Medical College, Nashville	Private Doctorate[a]	747	100	85	733	165
Morristown College, Morristown	Private 2-Year	112	100	98	0	10
Tennessee State University, Nashville	Public Doctorate[a]	8,008	59	63	836	372
TEXAS						
Bishop College, Dallas	Private 4-Year	1,186	95	65	0	54
Huston-Tillotson College, Austin	Private 4-Year	577	93	59	0	31
Jarvis Christian College, Hawkins	Private 4-Year	547	97	99	0	45
Paul Quinn College, Waco	Private 4-Year	467	97	98	0	28
Prairie View Agricultural and Mechanical University, Prairie View	Public Master's	4,499	81	89	747	215
Southwestern Christian College, Terrell	Private 2-Year	232	98	90	0	17
Texas College, Tyler	Private 4-Year	619	94	66	0	37

See footnotes at end of table.

1981-82 Degrees and Awards					1982	
Sub-baccalaureate	Bachelor's	Master's	Doctor's	1st Professional	Number of volumes in library	State and institution
						TENNESSEE
0	135	15	0	0	180,958	Fisk University, Nashville
1	39	0	0	0	84,129	Knoxville College, Knoxville
0	112	0	0	0	83,792	Lane College, Jackson
0	120	0	0	0	85,262	LeMoyne-Owen College, Memphis
0	0	5	2	144	76,882	Meharry Medical College, Nashville
54	0	0	0	0	23,477	Morristown College, Morristown
107	587	209	0	0	385,162	Tennessee State University, Nashville
						TEXAS
0	115	0	0	0	168,812	Bishop College, Dallas
0	85	0	0	0	66,650	Huston-Tillotson College, Austin
1	73	0	0	0	64,205	Jarvis Christian College, Hawkins
0	58	0	0	0	[b] 88,883	Paul Quinn College, Waco
0	428	364	0	0	[e]256,000	Prairie View Agricultural and Mechanical University, Prairie View
79	0	0	0	0	20,575	Southwestern Christian College, Terrell
0	58	0	0	0	104,059	Texas College, Tyler

See footnotes at end of table.

State and institution	Control/ highest level	Fall 1982 Profile: Total students	Percent full-time	Percent black	Post bacca- laureate	Full-time faculty
Texas Southern University, Houston	Public Doctorate[a]	8,298	73	67	1,194	343
Wiley College, Marshall	Private 4-Year	543	93	96	0	36
VIRGINIA						
Hampton Institute, Hampton	Private Master's	3,824	87	94	270	214
Norfolk State University, Norfolk	Public Master's	7,346	80	87	335	326
St. Paul's College, Lawrenceville	Private 4-Year	687	98	99	0	35
The Virginia College, Lynchburg	Private 2-Year	----------CLOSED IN 1980----------				
Virginia State University, Petersburg	Public Master's	4,526	75	85	412	222
Virginia Union University, Richmond	Private 4-Year[a]	1,297	94	100	95	78
WEST VIRGINIA						
Bluefield State College, Bluefield	Public 4-Year	2,804	44	9	0	82
West Virginia State College, Institute	Public 4-Year	4,352	46	14	0	122
TOTAL TBI's		216,572	77	82	18,679	11,830

See footnotes at end of table.

1981-82 Degrees and Awards					1982	
Sub-baccalaureate	Bachelor's	Master's	Doctor's	1st Professional	Number of volumes in library	State and institution
0	767	271	8	81	392,635	Texas Southern University, Houston
0	101	0	0	0	77,407	Wiley College, Marshall
						VIRGINIA
0	460	51	0	0	228,350	Hampton Institute, Hampton
40	551	112	0	0	272,850	Norfolk State University, Norfolk
0	101	0	0	0	49,543	St. Paul's College, Lawrenceville
----------CLOSED IN 1980----------						The Virginia College, Lynchburg
0	496	128	0	0	212,187	Virginia State University, Petersburg
0	157	0	0	26	[b]123,267	Virginia Union University, Richmond
						WEST VIRGINIA
208	148	0	0	0	104,393	Bluefield State College, Bluefield
118	356	0	0	0	188,042	West Virginia State College, Institute
2,349	22,047	4,447	87	887	.....	TOTAL TBI's

[a]Also offers 1st-professional program(s).
[b]1979 data - latest available.
[c]Students use Atlanta University Center Joint Library, which has 533,196 volumes.
[d]Reopened in fall 1984.
[e]Texas Medical Center Library of the Houston Academy of Medicine provides library services for Prairie View A&M University's School of Nursing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Surveys.